



# Diagnostic Centers-North, Central and South

<http://www.dc-cde.ca.gov/>



End of The Year Report  
2001-2002

California Department of Education  
Education Equity, Access and Support  
State Special Schools and Services Division

# Diagnostic Centers

## Mission Statement

Provide Local Education Agencies(LEAs) a continuum of assessment services for individuals with special needs and to provide training to their service/care providers.



California Department of Education's Diagnostic Centers provide high quality services to special education students, their families and school districts. Authorized by the California legislature in 1944 and established regionally, the three centers are located in Los Angeles, Fresno, and Fremont. Services are provided by expert interdisciplinary teams of diagnostic professionals, including educational specialists, speech and language specialists, psychologists, pediatricians and other specialists who address the unique educational needs of California's most difficult to serve students.

Services include: comprehensive, state-of-the-art assessment and educational planning services to assist local school districts in determining the needs of their most complex students, technical assistance and consultation in program and instructional design, and professional development opportunities for teachers, administrators, special education staff, families and service agency personnel, including presentations at state, national and local conferences and workshops.

Referrals for assessment services must be made by the student's school district, county Office of Education, or SELPA. Eligible students include those enrolled in special education who are not progressing, despite local school efforts; who present a complex learning and/or behavioral profile; and for whom the district requires additional diagnostic information to assist in defining the most appropriate educational goals and teaching strategies.

Requests for technical assistance, consultation services, and professional staff development must be made by local district special education administrators, SELPA directors, county Office of Education administrators, members of Regional Coordinating Councils, and local colleges and universities. Diagnostic Center services are provided at no charge.

# Assessment Services

"The report provides a wealth of ideas and "doable" strategies for assisting the student in the classroom and at home and will serve as a roadmap for the receiving high school district. The Fast Facts page is a powerful tool for support providers to remind themselves of useful strategies when working with the student."

Special Education Teacher  
Southern California

"We learned a tremendous amount about our child from the assessment and although we were aware of his difficulties we struggled with how to explain them to others.

Parents  
Central California

"The clarification of the diagnosis allowed us to get past the controversy and focus on his needs. We used the report to focus on issues of primary concern and led to a change in Special Education eligibility."

Director of Special Education  
Northern California

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Students who exhibit complex learning problems present various challenges. Districts who have directed available resources to serve a child often have unanswered questions and request the Diagnostic Centers' assistance. Questions most frequently asked are in the areas of significant behavior challenges, diagnosis and level of functioning, communication, socio-emotional status and accessing curriculum and instruction.

To address these questions, the Assessment Teams develop individual assessment plans, serving the child at his or her school site, at the Diagnostic Center or at both school and Center sites.

Field Based Assessments are conducted over a span of one to three days at the student's school. School personnel and the family are involved in the assessment planning and process. The Assessment Team conducts the assessment, drafts a report of their findings and recommendations, and meets with the family and district personnel. 292 or 52% of Diagnostic Center assessments are provided in the field.

Center Based Assessments are conducted at the Diagnostic Center over a span of two to five days. The Assessment Team conducts the assessment, drafts a report of their findings and recommendations and meets with the family and district

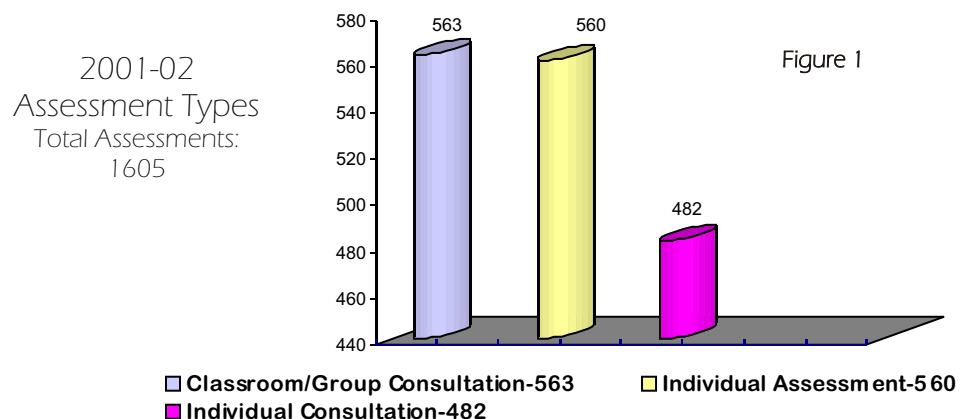
personnel. 124 or 22% of Diagnostic Center assessments are conducted at the Diagnostic Center.

Combination Assessments are conducted at the school and Diagnostic Center sites over a period of three to five days. The Assessment Team conducts the assessment, drafts a report of their findings and recommendations and meets with the family and district personnel. 144 or 26% of Diagnostic Center assessments are Combination Assessments.

Consultation services are provided to previously assessed students at the request of the local school district. These services range from telephone consultation to visits at the school sites. 482 follow-up consultation are provided.

In addition, the Diagnostic Centers provided consultation services to identified groups of students. Based on district need, Assessment Teams worked directly with 563 students and addressed such issues as Literacy, Positive Behavior Supports, Transition, Adapting Curriculum for Severely Disabled Students and Autism Spectrum Disorders.

During 2001-02 school year 1605 students were provided services. Figure 1 illustrates the assessment services provided.



# Referral Trends

"The link between medical and education resources is difficult for a school. It is helpful to have someplace that provides communication between these two disciplines."

Special Education Teacher  
Central California

"The Diagnostic Center continues to provide excellent, critical information on students. Our district staff depends on the Diagnostic Center's expertise for our most challenging students."

Special Education Director  
Southern California

"The Diagnostic Center team is "experientially" qualified to provide realistic input, constructive recommendations, etc., to "veteran" teachers with quite credible, usable information. The conference with the parents, their advocate, and the school personnel was masterfully handled, leaving each participant with a feeling of having been respected, regardless of points of view, input, etc. Objectively prevailed as abundant observations and recommendations were presented."

Program Specialist  
Northern California

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Requests for assessment services continue to be in demand and indicate that the Diagnostic Centers are serving LEAs' most difficult-to-serve students. Reasons for requesting assessment assistance vary district to district, region to region. Data is collected to identify referral trends and develop programs to better meet the current needs of LEAs. Reasons for referrals include:

Figure 2

Reason for Referral to Diagnostic Center	Percent of all Referrals
Significant Behavior	45%
Communication Problems	45%
Level of Functioning	41%
Accommodations to Access General Curriculum	38%
Diagnosis	35%
Primary Handicapping Condition	35%
Socio-Emotional Status	35%
Impact of Medical Conditions on Education	27%
Reading	25%
Modifications to Access General Curriculum	21%
Functional Curriculum	17%
Parent-District Conflict	16%
Assistive Technology	13%
Secondary Issues	10%
Mediation/ Fair Hearing Case	4%
High Stakes Assessment	1.5%

By collecting and analyzing trend data, the Diagnostic Centers adjust their assessment delivery models and develop trainings and technical assistance packages for local educational agencies. Furthermore, Special Projects are designed and implemented for local educational agencies based on local needs. Descriptions of Special Project activities are found beginning on page 8 and include the Diagnostic Center, Central's Literacy Project, the Diagnostic Center, North's Ask A Specialist Project, and the Diagnostic Center, South's statewide project, Positive Environments, Network of Trainers (PENT).

"Student is a very complex young man with a variety of needs. He has benefited greatly as a result of your assessment. Equally as important is the parents' enhanced understanding and appreciation of the student's needs, strengths, and areas of ongoing need."

Special Education Administrator  
Southern California

"Your in-depth work and findings were not only helpful for this student, but also for others with similar difficulties."

Special Education Teacher  
Central California

"The Diagnostic Center gave us the most professional assessment and conference meeting I have ever had. The written report provided more ideas and strategies for teaching."

Parent  
Northern California

# Evaluation of Assessment Services

The effectiveness of the services provided by the Diagnostic Centers is measured by surveying school staff and parents of students assessed. An initial survey is collected immediately following each assessment. A second survey is distributed and collected six months following the assessment. The LEA ratings of assessment surveys are completed by teachers, program specialists, DIS staff, and administrators. A total of 941 surveys were returned from school staff. Their responses indicated that:

- 87% of administrators reported positive outcomes for the students as a result of the assessment.
- 92% of teachers and specialists reported that the assessment results supported their efforts in identifying, developing, and/or implementing appropriate educational goals and methods for the student.
- 95% of parents reported that the Diagnostic Center responded to their concerns.
- 97% of parents reported that they were encouraged to participate in the assessment process.
- 84% of parents reported that they are more aware of their children's educational and other needs as a result of the assessment.

Figure 3

Parent Rating of Assessment Services Received

Measured on a Scale 1-5

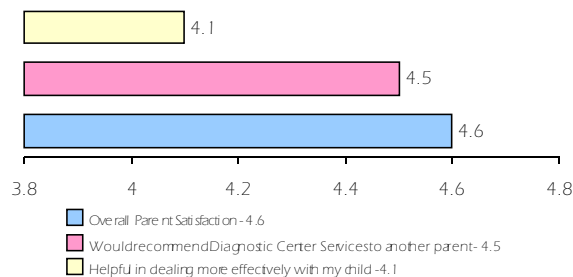
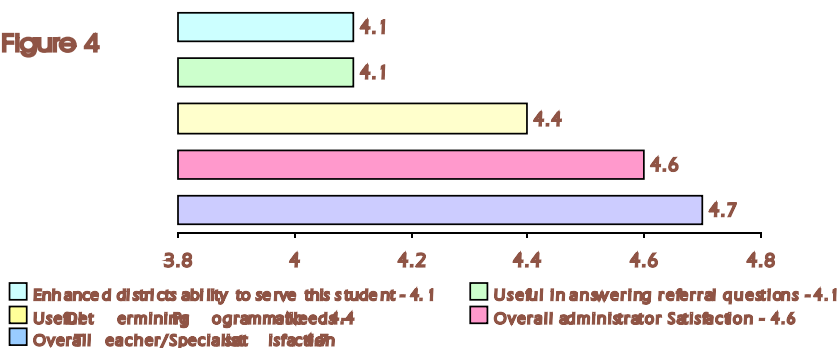


Figure 4

LEA Rating of Assessment Services Received  
Measured on a Scale 1-5



"Best workshops I have attended in my career as teacher—useful, relevant information."

Teacher  
Central California

"The Diagnostic Center is an exemplary resource for training and technical assistance. These workshops were outstanding with practical "hands on" information. The participants were so enthusiastic about workshops that they have requested follow-up sessions."

SELPA Director  
Northern California

"What a timely workshop! Everyone I talked with stated that they learned something new. I have already implemented some of your suggested strategies."

School Psychologist  
Northern California

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# Training Services

**D**iagnostic Centers are recognized as leaders in staff development. Districts, SELPAs and County Offices of Education continue to request training opportunities for their staff. The demand for Diagnostic Center training is high and continues to increase. During the 2001 - 2002 school year, 277 presentations to 16,605 individuals were provided at local school sites, regional workshops and state and national conferences. In addition, workshops were available to families and services agency personnel.

**I**n an attempt to serve all LEAs equitably, trainings are available in a variety of formats, including one-day workshops, special projects [in-depth assistance including demonstration teaching], web-based trainings, and via videoconferencing.

**T**rainings are developed by the Diagnostic Center staff in response to needs identified both locally and statewide. All three Diagnostic Centers disseminate a syllabus describing training opportunities available throughout their region. The topics most frequently requested were those dealing with:

- Positive Behavior Supports, including One Page Behavior Plans and Managing Escalating Behaviors
- Strategies and Interventions for Literacy, Writing and Mathematics
- Social Skills Development and Instruction
- Curriculum Strategies and Interventions, including Curriculum Relevant Therapy, Adapted Physical Education Guidelines and Accessing the Core Curriculum
- Autism Spectrum Disorders, Diagnosis and Interventions
- Tips and Techniques for Paraeducators
- Transition Issues
- Creating Inclusive Environments

**I**n addition to these formal presentations many districts, SELPAs and county offices of education requested assistance in redesigning their special education classes and service delivery models. Comprehensive Training and Technical Assistance Projects were developed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation. Pages 8 - 11 report those projects provided.



## Diagnostic Center Presentations:

CSPDC Regions

90

Districts

45

SELPAs

72

County Offices of Education

42

Agencies

13

State and National Conferences

12

Diagnostic Center Co-Sponsored Conferences

1

State Special Schools

4

# Evaluation

The effectiveness of the training services offered by Diagnostic Centers is measured by collecting and analyzing Training Evaluation Surveys. Surveys are provided to all participants. Of 277 formal presentations, 7932 surveys were completed. Highlights from the ratings:

- The trainings received high overall ratings of 4.5 (on a scale of 1-5).
- Participants reported nearly a 1 point average gain (.9) in knowledge (on a scale of 1-5).
- 92% of the participants reported that they will use what I learned in this training.
- 92% of the participants reported the things I have learned will assist in helping students achieve their highest potential.
- 88% of participants reported that they plan to share this information with other professionals and parents.

Figure 5

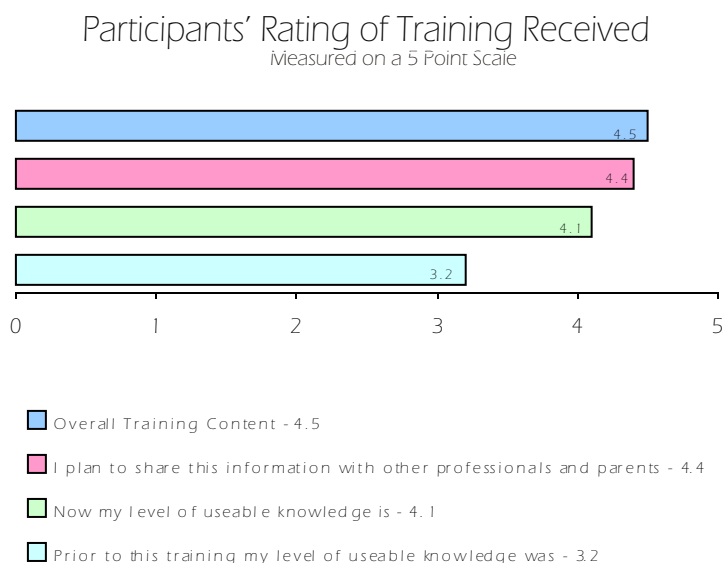
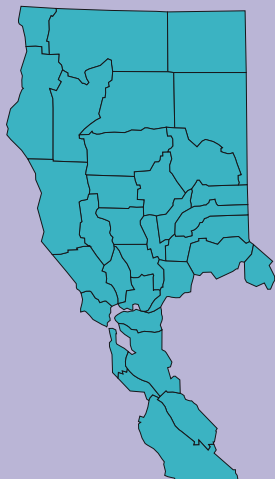


Figure 6

Average Attendees per Sessions	Percentage
Administrative: General Education	2%
Administrative: Special Education	3%
DIS (APE/SL/Nurse)	13%
Psychologist	10%
Other Agency Personnel	3%
Parent	5%
Program Specialist	5%
Teacher: General Education	9%
Teacher: Special Education	32%
Paraprofessional	11%
Student	1%

## Diagnostic Center, North

Alameda	Placer
Alpine	Plumas
Butte	Sacramento
Colusa	San Benito
Contra	San Francisco
Costa	San Mateo
Del Norte	Santa Clara
El Dorado	Santa Cruz
Glenn	Shasta
Humboldt	Sierra
Lake	Siskiyou
Lassen	Solano
Marin	Sonoma
Mendocino	Sutter
Modoc	Tehama
Monterey	Trinity
Napa	Yolo
Nevada	Yuba



# Technical Assistance

In addition to the formal staff development training, the Diagnostic Centers provide technical assistance to individual teachers, administrators, specialists and families. Technical assistance requests range from questions that are answered by telephone or the internet, i.e., resources or referral information, to on-site demonstration teaching and videoconferencing. 9707 individuals were provided with direct technical assistance. This represents a 15% increase from the previous year.

The Diagnostic Centers sponsor or co-sponsor regional and statewide professional conferences. 120 individuals participated in these presentations.

Technical assistance is provided statewide and nationally. Projects have included presentations and collaboration with those districts, County Offices of Education and SELPAs reported on page 8, the Special Education Division of the California Department of Education, colleges and universities (as reported on page 12 and 13) and various education and services agencies and organizations, including the National Association of School Psychologists, the National Summit on IDEA Implementation, and the Office of Special Education and Rehabilitation Services.

## 2001-2002 Technical Services

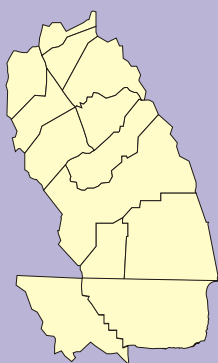
- 109 demonstration teaching sessions were provided to 695 school personnel
- 1545 individuals were provided direct resource and consultation assistance
- 136 special projects sessions were conducted serving 7467 individuals

Total Participants: 9,827



## Diagnostic Center Central

Amador  
Calaveras  
Fresno  
Kern (North & West)  
Kings  
Madera  
Mariposa  
Merced  
San Joaquin  
San Luis Obispo  
Stanislaus  
Tulare  
Tuolumne

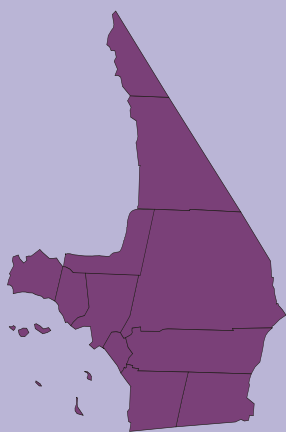


# Consultation and Technical Assistance

The Diagnostic Centers continue to provide curriculum leadership to LEAs and SELPAs. Our Comprehensive Training and Technical Assistance Projects are designed to provide in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site consultation services. During 2001-2002, school districts, county offices of education and SELPAs were selected to develop model programs highlighting best practices and teaching strategies. Each project was designed to be easily replicated. A sampling of the projects include:

- **Armona Union Elementary School District and Central Union Elementary School District** in Kings County participated in a Literacy Project designed to support teachers' need for current, practical, research-based literacy information. Consultation, training and technical assistance was provided to this five month project, focusing on decoding, fluency, vocabulary, comprehension and the unique needs of struggling readers.
- **Castro Valley USD** staff completed its final year project redefining its service delivery model for secondary aged SH students, focusing on functional, age appropriate activities and lessons aligned with state standards. Technical assistance, consultation, and demonstration teaching was provided.
- **Contra Costa County Office of Education** requested assistance in meeting the behavioral and curriculum needs of preschool and primary aged students with severe to profound disabilities. The project included demonstration teaching, resource assistance and consultation in classroom scheduling, behavior planning, curriculum adaptations and modifications, inclusion strategies and collaboration with general and special education staff.
- **Desert/Mountain SELPA's Literacy Project**, initiated in 2000-2001, continued for a second year and focused on intensive training in comprehension and vocabulary strategies, literacy consultation and demonstration teaching.
- **East Valley SELPA** middle school classroom teachers received consultation and technical assistance in the area of Transition. The project focused on development of students' self-determination and self-advocacy skills.
- **Fremont USD** staff completed the final year of the Middle and High School Portfolio Project. Technical assistance, consultation, demonstration teaching and mentoring were provided. Fremont Unified School District adopted the Portfolios and have infused Transition Services instruction throughout the curriculum.
- **Fresno USD and Fresno County Schools** participated in a Literacy Project designed to support teachers' need for current, practical, research-based literacy information. Consultation, training and technical assistance was provided to this five month project, focusing on decoding, fluency, vocabulary, comprehension and the unique needs of the struggling readers.

Imperial  
Inyo  
Kern (South & East)  
Los Angeles  
Mono  
Orange  
Riverside  
San Bernardino  
San Diego  
Santa Barbara  
Ventura



# Consultation and Technical Assistance

Continued

- **Humboldt-Del Norte SELPA** staff requested training and technical assistance to enhance their understanding of the diagnosis of Autism Spectrum Disorders. A team was selected from each county. This multi-year project provided training and consultation services as well as demonstrations of effective diagnosis practices.
- **Inyo County SELPA** was provided support to preschool special education staff and general education teachers working with the Child Care Connection, a division of the Inyo County Schools. Project components included classroom and playground observations of students, teacher consultations, and trainings focusing on strategies to develop preschoolers' play and social skills.
- **Konocti USD** requested assistance in the redesign of their service delivery model for students with severe disabilities, preschool through high school. This multi-year project provided resource assistance and consultation, as well as the development of a strategic plan.
- **Lemon Grove School District** began participation in a multi-year Literacy Project to assist in the restructuring of reading classes (general and special education) at target middle school sites. Training and consultation services were provided.
- **Napa USD** requested assistance to support teachers and other district staff in providing effective education services to better serve the diverse needs of students with severe disabilities enrolled in Special Day Classes. Year-long consultation and demonstration teaching, resource assistance and technical assistance was provided. In addition, strategies and practices were put in place to increase team teaching collaboration.
- **Orcutt Union School District** began a multi-year project to provide in-depth training and multiple levels of literacy support to general and special education teachers at Lakeview Junior High school, which is a feed school to this year's project site, Righetti High School.
- **Palo Verde School District** special and general education teachers received technical assistance and consultation services, reading program restructuring, reading intervention programs, basic writing strategies, technology supports and program resources.
- **San Leandro USD** was provided assistance to enhance school staff's knowledge of best teaching practices for students with Autism Spectrum Disorders at the elementary level. Demonstration teaching, resource assistance and school-wide training was provided.

# Consultation and Technical Assistance

Continued

"As the Director of Special Education for our district, I am indebted to your team for providing each of us with faith, hope and confidence in the services that the California Department of Education provides to students with special needs via the Diagnostic Center."

Director, Special Education  
Southern California

"I have always appreciated your responsiveness to our districts' needs. It truly represents a client-oriented focus."

SELPA Director

"The Diagnostic Center is an exemplary resource for training and technical assistance."

SELPA Administrator

"The presenter was knowledgeable and extremely compassionate towards this population. Inspirational!"

Agency Personnel  
Central California

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- **Sanger USD** requested assistance to better meet the needs of their bilingual students. Seven school site teams were selected to participate in this project that focused on the administration and analysis of bilingual language tests. Training, technical assistance and consultation was provided reflecting current research in second language acquisition and best practices. A Speech and Language Model Report was developed.
- **Santa Maria JUHSD** participated in a year long project focusing on in-depth content training in research-based literacy instruction to address the needs of all learners and raise the academic performance of lower quartile ninth grade students. Multiple levels of literacy support was provided for special and general education teachers and administrative staff.
- **Sierra USD** participated in a Literacy Project for middle aged readers. Participants attended trainings and received technical assistance and consultation, including demonstration teaching services. The success of this project has resulted in a long-term commitment to continue to use and explore best literacy teaching practices.
- **South Pasadena USD** general and special education staff were provided technical assistance, consultation and classroom support, demonstration teaching services and formal training, to enhance the district's ability to serve students with Autism Spectrum Disorders. In addition, the district was provided consultation and resource assistance in developing a social skills program for students with Autism Spectrum Disorders.
- **Sulphur Springs Union Elementary District** teachers and support staff working with students identified to have social and/or behavioral difficulties likely to hinder school success were provided consultation and school-wide training on intervention strategies to promote school success.
- **Tehachapi USD** teachers and administrators participated in a Literacy Project designed to support teachers' need for current, practical, research-based literacy five month project, focusing on decoding, fluency, vocabulary, comprehension and the unique needs of struggling readers.
- **Walnut Valley USD** continued with this multi-year Literacy Project. Consultation in the areas of reading program progress, comprehension strategies, reading programs and reading assessment tools was provided, including information regarding the California 2002 Reading/Language Arts Material Adoption.
- **West Contra Costa SELPA's** secondary teachers participated in the initial redesign of their Transition Program offered to 18 - 21 year old students. This multi-year project involved strategic planning, and classroom consultations and demonstration teaching, resource assistance and formal training was provided to support meaningful outcomes as students move from school to adult life.

# Consultation and Technical Assistance

## Continued

Thanks so much for all the ideas and forms I have received as a member of PENT. The ideas I have been receiving from PLENTY are making a huge difference. I just used my first BSP in an IEP. The general education teacher and principal were impressed that there were options to "old standby" of discipline. We can actually do something before it gets too far."

PENT  
Participant

"We are looking forward to having our PENT Summit on behalf of SELPA. Thank you for all the outstanding work you are doing on behalf of special needs students."

SELPA Director

In addition to the Diagnostic Centers' Comprehensive Training and Technical Assistance Projects to LEAs, regional and statewide projects are developed and implemented. A sampling of these projects includes:

- **The Diagnostic Center, Southern California** is in the final year of a five-year statewide training plan focusing on **Positive Behavioral Supports**. During the past four years of trainings in IDEA regulations, on discipline and behavior, and best practices for implementing positive behavior supports have been disseminated statewide to over 18,000 educators.  
  
In an effort to support long-term sustainability and build local capacity a **Positive Environments Network of Trainers (PENT)** was established. Over 1500 participants are provided new information and promising practices, as well as ongoing assistance, collaboration, and case specific consultation.  
  
Research design and application procedures for a trainer of trainers symposium, PENT Summits, developed with the assistance of a statewide SELPA steering committee will be held in 2003. The PENT Summits will facilitate sustainability by developing a cadre of 220 professionals able to consult and train local staff on positive behavior supports. The Summits will conclude with the establishment of support networks and the publication of a manual, "One Page Behavior Plans that Worked."
- **The Diagnostic Center, Central California** collaborated with several SELPAs and universities to co-sponsor the Focus in Unity Conference. This regional conference focused on meeting the diverse needs of California learners. 120 representatives of local school districts participated in the one day, intensive training. Dr. Richard Villa delivered the keynote address and lead school site teams in developing site based plans for implementing strategic interventions and models for whole class, group and individual instruction. Onsite, technical follow-up assistance was offered.  
  
The Diagnostic Center, Central California collaborated with San Francisco State University to provide classes for students residing in the Central Valley and enrolled in the university's Visually Impaired Credential Program. This project was implemented to address the shortage of Teachers of the Visually Impaired. Utilizing the Diagnostic Center's videoconferencing equipment, the class was broadcasted from San Francisco to Fresno. Due to this successful collaboration, additional classes, Beginning Braille Literacy and Literacy Braille, will be offered.
- **The Diagnostic Center, Northern California** launched its web-based discussion forum, "Ask A Specialist". Designed in question format, the forum focuses on the areas of Assistance Technology, Behavior, and Transition. Individuals are encouraged to visit the site, [www.askaspecialist.ca.gov](http://www.askaspecialist.ca.gov) and submit a question. Monthly, the questions submitted are collected and reviewed. A question in each topic area is selected and the answer is posted. Previous questions and answers are archived and easily accessible. Two new topic areas, "ADHD" and "Medical Conditions Affecting Education" will be added in the 2002-2003 school year.

Also available at the Diagnostic Center, Northern California's website, [www.dcn-cde.ca.gov](http://www.dcn-cde.ca.gov), is a distance learning program titled, For Families and Educators. This on-line training, "Isn't My Child Too Young?", is available at <http://www.dcn-cde.ca.gov/dctrain/home.htm>.

"I appreciate all the good information and articles. I share them with the teachers and staff I work with. Your great ideas from the strategies workshop have been a great resource and teachers that are implementing them "REALLY" see they are working."

PENT Participant

"The teachers were inspired. Many shared with us that it was the best presentation they have been to in a long time. Your years of experience and knowledge, along with your enthusiasm were greatly appreciated. The future for our students will be better due to your presentation."

WorkAbility I Staff

"Your workshop Included a balance of visual, auditory, and interaction activities, which greatly assisted participants in maintaining focus and involvement. The topic is extremely important to the productivity of our special education teams, who work closely to provide quality programs to our students."

Director of Education  
County of Office Education  
Northern California

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# Interagency Collaboration

The Diagnostic Centers continue to collaborate with colleges and universities. Diagnostic Center staff served on advisory committees, provided clinical and demonstration teaching opportunities for teacher, school psychologist, and speech and language specialist candidates, provided formal presentations in teacher preparation and clinical programs, served on Level Two Credential Committees and provided technical assistance and resource assistance to both general and special education departments of the colleges and universities listed below.

- California State University, Dominguez Hills
- California State University, Fresno
- California State University, Fullerton
- California State University, Hayward
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Sacramento
- Chapman College
- Fresno Pacific University
- Lehigh University
- Mills College
- Portland State University
- San Francisco State University
- San Jose State University
- Sonoma State University
- Texas A & M
- University of California, Berkeley
- University of Oregon
- University of Texas
- University of Washington

In addition to college and university involvement, Diagnostic Center staff provided consultation and technical assistance to various education and service agencies and organizations. Staff served on Departmental advisory committees and work groups, interagency task forces and consulted on various state projects. A sampling of Diagnostic Center participation includes:

- Alameda County Transition Interagency Committee
- Alternate Assessment Workgroup
- California Teaching Credential Committee
- CBEST Advisory Committee
- Fresno Area Transition Council
- Fresno and Tulare County Early Intervention Task Force
- IDEA National Cadre of Trainers
- Merced County Transition Council
- SEACO Severe Disabilities Workgroup



# Interagency Collaboration

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Southern California  
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The Diagnostic Centers continue to collaborate with other divisions of the California Department Of Education. The Diagnostic Centers have worked to support the State Improvement Grant (SIG) by offering personnel development workshops to each of the CSPD Regional Coordinating Councils, particularly on the grant focus areas of positive behavior supports, literacy and transition.

To support SIG, the Diagnostic Center, South developed a five year training plan in the area of positive behavior supports. Statewide workshops were provided to all eleven CSPD regions. In addition, PENT (Positive Environment Network of Trainers) was established to develop the collective expertise of trainers in solving student and group behavior difficulties and to disseminate materials.

Diagnostic Center staff collaborated with the California Department of Education presenting at department conferences and serving on such work groups and task forces as:

- Adapted Physical Education Guidelines Work Group
- California Alternate Performance Assessment (CAPA) Task Force
- CALSTAT
- Comprehensive System of Personnel Development Advisory Committee
- Content Review Panel: Reading/Language Arts Adoption 2002
- Focus Group on Culturally and Linguistically Diverse Students
- High School Exit Exam Special Education Workgroup
- Reading Task Force
- Safe Schools and Violence Prevention Office
- Specific Learning Disability Discrepancy Workgroup
- State Improvement Grant Evaluation Task Force
- State Partnership Committee on Special Education
- Special Education TALL Work Group
- Transition to Adult Life Leadership
- WorkAbility I Advisory Committee
- WorkAbility I Human Support Services